



Curriculum Framework

# World Geography

Commonwealth of Virginia  
Board of Education  
Richmond, Virginia  
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**STANDARD WG.1a**

The student will use maps, globes, photographs, and pictures in order to

a) obtain geographical information and apply the concepts of location, scale, and orientation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Using a variety of sources supports the process of geographic inquiry.</p> <p>Latitude and longitude define absolute location.</p> <p>Relative location describes the spatial relationships between and among places.</p> <p>Areas can be represented using a variety of scales.</p> <p>The amount of detail shown on a map is dependent on the scale used.</p> <p>Compass rose (directional indicator) identifies map orientation.</p>	<p>How does using a variety of sources support the process of geographic inquiry?</p> <p>What are some uses of latitude and longitude?</p> <p>How is relative location used to describe places?</p> <p>Why are different scales necessary for developing map representations?</p> <p>Why is a compass rose (directional indicator) necessary on a map?</p>	<p><b>Concepts</b></p> <ul style="list-style-type: none"><li>• Scale</li><li>• Latitude</li><li>• Longitude</li><li>• Relative location</li><li>• Orientation</li></ul> <p><b>Variety of sources</b></p> <ul style="list-style-type: none"><li>• GIS (Geographic Information Systems)</li><li>• Field work</li><li>• Satellite images</li><li>• Photographs</li><li>• Maps, globes</li><li>• Data bases</li><li>• Primary sources</li></ul>	<p>Use compass rose to identify and use cardinal directions.</p> <p>Locate places using latitude/longitude on maps and globes.</p> <p>Gather, classify, and interpret information.</p> <p>Compare maps of different scales.</p>

**STANDARD WG.1b**

The student will use maps, globes, photographs, and pictures in order to  
b) develop and refine his or her mental maps of world regions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Mental maps are based on objective knowledge and subjective perceptions.</p> <p>People develop and refine their mental maps through both personal experience and learning.</p> <p>Mental maps serve as indicators of how well people know the spatial characteristics of certain places.</p>	<p>How do people use mental maps to organize information?</p> <p>How are perceptions reflected in mental maps?</p> <p>How can mental maps be developed and refined?</p>	<p><b>Uses of mental maps</b></p> <ul style="list-style-type: none"><li>• Carry out daily activities (e.g., route to school, shopping)</li><li>• Give directions to others</li><li>• Understand world events</li></ul> <p><b>Ways mental maps can be developed and refined</b></p> <ul style="list-style-type: none"><li>• Comparing sketch maps to maps in atlases or other resources</li><li>• Describing the location of places in terms of reference points (e.g., the equator, prime meridian)</li><li>• Describing the location of places in terms of geographic features and land forms (e.g., west of the Mississippi River, north of the Gulf of Mexico)</li><li>• Describing the location of places in terms of the human characteristics of a place (e.g., languages, types of housing, dress, recreation, customs and traditions)</li></ul>	<p>Locate places on maps and globes.</p> <p>Interpret maps and globes.</p> <p>Draw maps from memory.</p> <p>Evaluate information.</p>

**STANDARD WG.1c**

The student will use maps, globes, photographs, and pictures in order to  
c) create and compare political, physical, and thematic maps.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A map is a visual representation of geographic information.	<p>What are ways that maps show information?</p> <p>What are the major types of thematic maps?</p>	<p><b>Standard ways that maps show information</b></p> <ul style="list-style-type: none"><li>• Symbols</li><li>• Color</li><li>• Lines</li><li>• Boundaries</li><li>• Contours</li></ul> <p><b>Types of thematic maps</b></p> <ul style="list-style-type: none"><li>• Population (e.g., distribution and density)</li><li>• Economic activity</li><li>• Resource</li><li>• Language</li><li>• Ethnicity</li><li>• Climate</li><li>• Precipitation</li><li>• Vegetation</li><li>• Physical</li><li>• Political</li></ul>	<p>Select the appropriate geographic resource to draw conclusions.</p> <p>Compare and contrast information found on different types of maps.</p> <p>Compare maps and make inferences.</p> <p>Draw conclusions and make inferences about data.</p> <p>Identify and interpret regional patterns on maps.</p>

**STANDARD WG.1d**

The student will use maps, globes, photographs, and pictures in order to

d) analyze and explain how different cultures develop different perspectives on the world and its problems.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Maps reflect changes over time.	How do maps reflect changes over time?	<b>Knowledge</b> <ul style="list-style-type: none"><li>• Map of Columbus' time</li><li>• Satellite images</li><li>• GIS (Geographic Information Systems)</li></ul> <b>Place names</b> <ul style="list-style-type: none"><li>• Formosa, Taiwan, Republic of China</li><li>• Palestine, Israel, Occupied Territories</li></ul> <b>Boundaries</b> <ul style="list-style-type: none"><li>• Africa—1914, 1990s</li><li>• Europe—Before World War II and after World War II; since 1990</li><li>• Russia and the former Soviet Union</li><li>• Middle East—Before 1948, after 1967</li></ul> <b>Perspectives of place names</b> <ul style="list-style-type: none"><li>• Arabian Gulf v. Persian Gulf</li><li>• Sea of Japan v. East Sea</li><li>• Middle East v. North Africa and Southwest Asia</li></ul>	Compare maps and make inferences.  Interpret the idea, concepts, or events expressed by a cartoon, picture, or other graphic media.  Compare and contrast information found on different types of maps.

**STANDARD WG.1d (continued)**

The student will use maps, globes, photographs, and pictures in order to

d) analyze and explain how different cultures develop different perspectives on the world and its problems.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<b>Disputed areas</b> <ul style="list-style-type: none"><li>• Korea</li><li>• Western Sahara</li><li>• Former Yugoslavia</li><li>• Kashmir</li></ul>	

**STANDARD WG.1e**

The student will use maps, globes, photographs, and pictures in order to  
e) recognize different map projections and explain the concept of distortion.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>All maps are distorted representations of the Earth's surface.</p> <p>Different map projections are developed for specific purposes.</p>	<p>Why are all map projections distorted?</p> <p>What are ways in which specific projections are used to represent data?</p>	<p><b>Selected map projections</b></p> <ul style="list-style-type: none"><li>• Mercator</li><li>• Polar</li><li>• Robinson</li></ul> <p><b>Aspects of the Earth that can be distorted</b></p> <ul style="list-style-type: none"><li>• Area</li><li>• Shape</li><li>• Distance</li><li>• Direction</li></ul> <p><b>Uses of projections</b></p> <ul style="list-style-type: none"><li>• Mercator—Ship navigation</li><li>• Polar—Airline navigation</li><li>• Robinson—Data representation</li></ul>	<p>Identify and explain distortions in map projections.</p> <p>Identify regional patterns on maps and globes.</p> <p>Interpret regional patterns on maps and globes.</p>

**STANDARD WG.2a**

The student will analyze how selected physical and ecological processes shape the Earth's surface by  
a) identifying regional climatic patterns and weather phenomena and their effects on people and places.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Climate is defined by certain characteristics.</p> <p>Climate patterns result from the interplay of common elements.</p> <p>Climate regions have distinctive vegetation.</p> <p>Certain weather phenomena are unique to specific regions.</p> <p>Climate and weather phenomena affect how people live in different regions.</p>	<p>What are the common characteristics that define climate?</p> <p>What are the elements that influence regional climate patterns?</p> <p>What vegetation is characteristic of key climate zones?</p> <p>Where do specific types of weather phenomena occur?</p> <p>What effects do climate and weather phenomena have on people living in different regions?</p>	<p><b>Climate characteristics</b></p> <ul style="list-style-type: none"><li>• Temperature</li><li>• Precipitation</li><li>• Seasons (hot/cold; wet/dry)</li></ul> <p><b>Climate elements</b></p> <ul style="list-style-type: none"><li>• Influence of latitude</li><li>• Influence of winds</li><li>• Influence of elevation</li><li>• Proximity to water</li></ul> <p><b>World climate regions</b></p> <ul style="list-style-type: none"><li>• Low latitudes—e.g., tropical wet, tropical wet and dry, arid, semiarid, highland</li><li>• Middle latitudes—e.g., semiarid, arid, Mediterranean (dry summer subtropical) humid continental, marine west coast, highland</li><li>• High latitudes—e.g., subarctic, tundra (subpolar), icecap</li></ul> <p><b>Vegetation regions</b></p> <ul style="list-style-type: none"><li>• Rain forest</li><li>• Savanna</li><li>• Desert</li><li>• Steppe</li><li>• Middle latitude forests</li><li>• Taiga</li><li>• Tundra</li></ul>	<p>Compare maps and make inferences.</p> <p>Interpret the idea, concepts, or events expressed by pictures, or other graphic media.</p> <p>Apply latitude to identify climate zones.</p> <p>Interpret charts, diagrams, and climographs.</p> <p>Select the appropriate geographic resource to draw conclusions.</p>



**STANDARD WG.2a (continued)**

**The student will analyze how selected physical and ecological processes shape the Earth's surface by**  
**a) identifying regional climatic patterns and weather phenomena and their effects on people and places.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
		<b>Weather phenomena</b> <ul style="list-style-type: none"><li>• Monsoons—South and Southeast Asia</li><li>• Typhoons—Pacific Oceans</li><li>• Hurricanes—Atlantic Ocean</li><li>• Tornadoes—United States</li></ul> <b>Effects of climate</b> <ul style="list-style-type: none"><li>• Crops</li><li>• Clothing</li><li>• Housing</li><li>• Natural hazards</li></ul>	

**STANDARD WG.2b**

The student will analyze how selected physical and ecological processes shape the Earth's surface by

b) describing how humans influence the environment and are influenced by it.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Physical and ecological processes shape the Earth's surface.  Humans both influence and are influenced by their environment.	How have physical and ecological processes shaped the Earth's surface?  What are some ways humans influence their environment?  How are humans influenced by their environment?	<b>Physical and ecological processes</b> <ul style="list-style-type: none"><li>• Earthquakes</li><li>• Floods</li><li>• Volcanoes</li><li>• Erosion</li></ul> <b>Human impact on environment</b> <i>Water diversion/management</i> <ul style="list-style-type: none"><li>• Aral Sea</li><li>• Colorado River</li><li>• Aswan High Dam</li><li>• Canals</li><li>• Reservoirs</li><li>• Irrigation</li></ul> <i>Changing landscapes</i> <ul style="list-style-type: none"><li>• Agricultural terracing (e.g., China, Southeast Asia)</li><li>• Polders (e.g., Netherlands)</li><li>• Deforestation (e.g., Nepal, Brazil, Malaysia)</li><li>• Desertification (e.g., Africa, Asia)</li></ul> <i>Environmental changes</i> <ul style="list-style-type: none"><li>• Acid rain (e.g., forests in Germany, Scandinavia, China and Eastern North America)</li><li>• Pollution (e.g., Mexico City, Chernobyl, oil spills)</li></ul>	Gather, classify, and interpret information.  Draw conclusions and make generalizations about data.  Explain cause and effect relationships.  Identify and interpret regional patterns on maps.

**STANDARD WG.2c**

The student will analyze how selected physical and ecological process shape the Earth's surface by

c) explaining how technology affects one's ability to modify the environment and adapt to it.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Technology has expanded people's capability to modify and adapt to their physical environment.	How has the use of technology expanded the capacity of people to modify and adapt to their environment?	<b>Influence of technology</b> <ul style="list-style-type: none"><li>• Agriculture (e.g., fertilizers, mechanization)</li><li>• Energy usage (e.g., fossil fuels, nuclear)</li><li>• Transportation (e.g., road building, railways)</li><li>• Automobiles (e.g., parking lots, suburbs)</li><li>• Airplanes (e.g., airport expansion, noise)</li></ul> <b>Environmental impact on humans</b> <ul style="list-style-type: none"><li>• Settlement patterns</li><li>• Housing materials</li><li>• Agricultural activity</li><li>• Types of recreation</li><li>• Transportation patterns</li></ul>	Draw conclusions and make inferences about data.  Gather, classify, and interpret information.  Explain cause and effect relationships.  Identify and interpret regional patterns on maps.

**STANDARD WG.3a**

The student will apply the concept of a region by

a) explaining how characteristics of regions have led to regional labels.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Regions are areas of Earth's surface which share unifying characteristics.</p> <p>Regions may be defined by physical or cultural characteristics.</p> <p>Regional labels may reflect changes in people's perceptions.</p>	<p>Why do geographers create and use regions as organizing concepts?</p> <p>What are some examples of physical and cultural regions?</p> <p>What are some examples of regional labels that reflect changes in perceptions?</p>	<p>Regions are used to simplify the world for study and understanding.</p> <p><b>Physical regions</b></p> <ul style="list-style-type: none"><li>• Sahara</li><li>• Taiga</li><li>• Rainforest</li><li>• Great Plains</li><li>• Low Countries</li></ul> <p><b>Cultural regions</b></p> <ul style="list-style-type: none"><li>• Language<ul style="list-style-type: none"><li>– Latin America</li><li>– Francophone world</li></ul></li><li>• Ethnic<ul style="list-style-type: none"><li>– Chinatowns</li><li>– Kurdistan</li></ul></li><li>• Religion<ul style="list-style-type: none"><li>– Islam</li><li>– Buddhism</li></ul></li><li>• Economic<ul style="list-style-type: none"><li>– Wheat Belts</li><li>– European Union (EU)</li></ul></li><li>• Political<ul style="list-style-type: none"><li>– North Atlantic Treaty Organization (NATO)</li><li>– African Union (AU)</li></ul></li></ul>	<p>Locate areas (regions) on maps and globes.</p> <p>Interpret regional patterns on maps and globes.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p>

**STANDARD WG.3a (continued)**

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**The student will apply the concept of a region by**

**a) explaining how characteristics of regions have led to regional labels.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
		<ul style="list-style-type: none"><li>• Changes in perceptions<ul style="list-style-type: none"><li>– Middle East</li><li>– Sun Belt</li><li>– Rust Belt</li></ul></li></ul>	

**STANDARD WG.3b**

The student will apply the concept of a region by

b) explaining how regional landscapes reflect characteristics of their inhabitants.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Regional landscapes reflect cultural characteristics of their inhabitants.	How do regional landscapes reflect cultural characteristics of their inhabitants?	<b>Cultural characteristics</b> <ul style="list-style-type: none"><li>• Architectural structures<ul style="list-style-type: none"><li>– Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas)</li><li>– Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe)</li></ul></li><li>• Statues and monuments of local, national, or global significance<ul style="list-style-type: none"><li>– Taj Mahal (India)</li><li>– Kaaba (Mecca)</li><li>– Western Wall (Jerusalem)</li><li>– Dome of the Rock (Jerusalem)</li><li>– Church of the Holy Sepulcher (Jerusalem)</li><li>– Pyramids (Egypt)</li><li>– Kremlin (Moscow)</li><li>– Eiffel Tower (Paris)</li><li>– Virginia State Capitol Building</li><li>– Washington Monument</li><li>– White House</li><li>– Lincoln Memorial</li><li>– Statue of Liberty</li></ul></li></ul>	Gather, classify, and interpret information.  Draw conclusions and make generalizations about data.  Analyze photographs and pictures and make inferences.

**STANDARD WG.3c**

The student will apply the concept of a region by

c) analyzing how cultural characteristics, including the world's major languages and religions, link or divide regions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Cultural differences can link or divide regions.	How can cultural characteristics link or divide regions?	<b>Language</b> <ul style="list-style-type: none"><li>• Arab world—Arabic</li><li>• Hispanic America—Spanish</li><li>• Brazil—Portuguese</li><li>• Canada—French/English</li><li>• Switzerland—Multiple languages</li><li>• English—World language</li></ul> <b>Ethnic heritage</b> <ul style="list-style-type: none"><li>• Yugoslavia—Serbs, Croats, Bosnians, Albanians</li><li>• Burundi and Rwanda—Hutus and Tutsis</li><li>• United States, Switzerland—Unity in multiple ethnic countries</li><li>• Korea and Japan—Predominantly single ethnicity</li><li>• Cyprus—Greeks and Turks</li></ul> <b>Religion as a unifying force</b> <ul style="list-style-type: none"><li>• Hinduism</li><li>• Buddhism</li><li>• Judaism</li><li>• Christianity</li><li>• Islam</li></ul>	Identify and interpret regional patterns on maps.  Draw conclusions and make generalizations about information.  Explain cause and effect relationships.  Compare and contrast differing sets of ideas, beliefs, and behaviors.

**STANDARD WG.3c (continued)**

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**The student will apply the concept of a region by**

**c) analyzing how cultural characteristics, including the world's major languages and religions, link or divide regions.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
		<b>Religion as a divisive force</b> <ul style="list-style-type: none"><li>• Conflicts between Hindus and Muslims in Pakistan and India</li><li>• Conflicts between Catholics and Protestants in Northern Ireland</li><li>• Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site</li></ul>	



## STANDARD WG.4

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>The development of a region is influenced by many factors, including physical, economic and cultural characteristics.</p> <p>The interaction of humans with their environment affects the development of a region.</p> <p>Different criteria may be used to determine a country's relative importance.</p> <p>Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.</p>	<p>In what ways do physical, economic, and cultural characteristics influence regional development?</p> <p>What are some ways that human interaction with the environment affects the development of a region?</p> <p>What are some criteria that may be used to determine a country's relative importance?</p> <p>What impact do elements of the physical environment, such as major bodies of water and mountains, have on countries?</p>	<p>See attached charts for specific information concerning physical, economic, and cultural characteristics.</p> <p><b>Human interaction with environment</b></p> <ul style="list-style-type: none"> <li>Deforestation—Amazon Basin, Nepal, Malaysia</li> <li>Acid rain—Black Forest</li> <li>Decreased soil fertility—Aswan High Dam</li> </ul> <p><b>Criteria for determining relative importance</b></p> <ul style="list-style-type: none"> <li>GDP (Gross Domestic Product)</li> <li>Land size</li> <li>Population size</li> <li>Resources</li> </ul> <p><b>Impact of physical elements</b>  <i>Example: Water</i></p> <ul style="list-style-type: none"> <li>Rio Grande—Boundary</li> <li>Ob River—Flows northward into Arctic Ocean</li> <li>Zambezi River—Water power</li> <li>Ganges and Brahmaputra rivers—Flood hazard</li> </ul>	<p>Explain charts comparing two or more concepts.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p> <p>Identify and locate regions, continents, oceans, and major features on maps and globes.</p>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<i>Example: Mountains</i> <ul style="list-style-type: none"><li>• Rocky Mountains—Create rain shadows on leeward slopes</li><li>• Himalayas—Block moisture to create steppes and deserts in Central Asia</li></ul>	

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Latin America and the Caribbean</b> Mexico and Central America: Mexico, Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama</p> <p>South America: Colombia, Venezuela, Guyana, Suriname, French Guiana, Ecuador, Peru, Bolivia, Brazil, Paraguay, Argentina, Uruguay, Chile</p> <p>Caribbean: Cuba, Haiti, Jamaica, Dominican Republic, Puerto Rico (U.S.)</p>	<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>Major mountain ranges—Andes, Sierra Madres</li> <li>Rainforests</li> <li>Coastal desert—Atacama</li> <li>Reversed seasons south of the equator</li> <li>Amazon River Basin</li> <li>Grasslands: <i>pampas</i>, <i>llanos</i></li> <li>Tropical climates predominant</li> <li>Volcanoes and earthquakes</li> <li>Archipelagoes</li> <li>Vertical zonation (<i>tierra caliente</i>, <i>tierra templada</i>, <i>tierra fria</i>)</li> </ul>	<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>Diverse economies</li> <li>Subsistence farming</li> <li>Plantation agriculture</li> <li>Slash and burn agriculture</li> <li>Cash crops and food crops</li> <li>Haciendas</li> <li>Cattle ranges, gauchos</li> <li>Deforestation</li> <li>Destruction of rainforests</li> <li>Oil resources, Ecuador, Venezuela, and Mexico</li> <li>Heavy smog, pollution—Mexico City</li> <li>Disparity of income distribution</li> <li>North American Free Trade Agreement (NAFTA)—Mexico, Canada, United States.</li> <li>Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil)</li> </ul>	<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>Indian civilizations</li> <li>African traditions</li> <li>Influence of European colonization</li> <li>Predominance of Roman Catholic religion</li> <li>Rigid social structure</li> <li>Mestizos</li> <li>Location of settlements: coastal in South America</li> <li>Megacities, squatter settlements</li> <li>Rapid population growth</li> <li>Out-migration</li> </ul> <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> <li>Music—African influences, calypso, steel drum bands, reggae</li> <li>Traditional dances</li> <li>Spanish, Portuguese languages</li> </ul> <p><i>Cultural landscapes</i></p> <ul style="list-style-type: none"> <li>Pyramids, cathedrals</li> <li>Haciendas, <i>ejidos</i> (communal land)</li> <li>Machu Picchu</li> <li>Tikal</li> </ul>

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<i>Cities as centers of culture and trade</i> <ul style="list-style-type: none"><li>• Mexico City</li><li>• Rio de Janeiro</li><li>• Buenos Aires</li><li>• Santiago</li></ul>

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Europe</b> Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> <li>Switzerland</li> <li>Luxembourg</li> <li>Sweden</li> </ul> <p><i>Land size</i></p> <ul style="list-style-type: none"> <li>Ukraine</li> <li>France</li> <li>Spain</li> </ul> <p><i>Population</i></p> <ul style="list-style-type: none"> <li>Germany</li> <li>United Kingdom</li> <li>Italy</li> <li>France</li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>Part of large landmass called Eurasia</li> <li>Peninsulas <ul style="list-style-type: none"> <li>Iberian</li> <li>Italian</li> <li>Scandinavian</li> <li>Jutland</li> </ul> </li> <li>Islands <ul style="list-style-type: none"> <li>Great Britain</li> <li>Ireland</li> <li>Sicily</li> </ul> </li> <li>Fjords</li> <li>Mountains <ul style="list-style-type: none"> <li>Alps</li> <li>Pyrenees</li> </ul> </li> <li>North European plain</li> <li>Rivers <ul style="list-style-type: none"> <li>Danube</li> <li>Rhine</li> <li>Seine</li> <li>Volga</li> </ul> </li> <li>Seas <ul style="list-style-type: none"> <li>Adriatic</li> <li>Aegean</li> <li>Mediterranean</li> <li>Baltic</li> <li>Black</li> <li>North</li> </ul> </li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>Mountain regions—Tourism, recreation, and mineral resources</li> <li>Areas threatened by air and water pollution <ul style="list-style-type: none"> <li>Forests (Black Forest)</li> <li>Cities (Venice)</li> <li>Rivers (Rhine, Danube, Seine)</li> </ul> </li> <li>Development of industrial and transportation centers near mineral deposits, coal and iron ore <ul style="list-style-type: none"> <li>Ruhr valley</li> <li>Po valley</li> </ul> </li> <li>Rivers and canals serving as major transportation links</li> <li>Oil reserves in the North Sea</li> <li>Well-educated workforce—Industrial and technological societies, banking in Switzerland</li> <li>Advanced farming techniques, high crop yields, fertile soils, black earth (<i>chernozem</i>)</li> <li>Well-developed infrastructure</li> <li>The Chunnel</li> <li>Differences in Western and Eastern European industrial development due to differing economic systems in prior years</li> <li>European Union</li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>Birthplace of Industrial Revolution</li> <li>Many ethnic groups—Languages, religions, customs</li> <li>Sporadic conflict among groups (wars, revolutions)</li> <li>Birthplace of western democracy—Greece and Rome</li> <li>Spread of European culture to many other parts of the world (exploration, colonization, imperialism)</li> <li>Highly urbanized</li> <li>One of the world's most densely populated areas</li> <li>North Atlantic Treaty Organization (NATO)</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>Berlin</li> <li>London</li> <li>Paris</li> <li>Madrid</li> <li>Rome</li> <li>Athens</li> <li>Warsaw</li> </ul>

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"><li>Oceans<ul style="list-style-type: none"><li>Atlantic</li><li>Arctic</li></ul></li><li>Strait of Gibraltar</li><li>Varied climate regions—Tundra to Mediterranean</li><li>Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates</li></ul>	<ul style="list-style-type: none"><li>Trade important, especially to island nations; interdependence</li><li>Large role of government in some economies (Sweden and Denmark).</li><li>Replacement of communism with capitalism in Eastern Europe.</li><li>Reclaimed land—Polders in Netherlands</li><li>Demographics typical of developed economies<ul style="list-style-type: none"><li>High per capita GDP</li><li>High life expectancy</li><li>Low population growth rate</li><li>Low infant mortality</li><li>Low percentage of population under age 15</li><li>High literacy rate</li></ul></li></ul>	<i>Cultural landscape</i> <ul style="list-style-type: none"><li>Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower</li><li>Colosseum, Leaning Tower of Pisa, St. Peter's Basilica</li><li>Parthenon</li><li>Westminster Abbey, Big Ben</li><li>Windmills</li><li>Castles</li></ul>

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<b>United States and Canada</b> United States Canada	<b>United States and Canada</b> <ul style="list-style-type: none"> <li>• Abundant natural resources</li> <li>• Continental Divide</li> <li>• Rivers               <ul style="list-style-type: none"> <li>– Mississippi</li> <li>– St. Lawrence</li> <li>– Colorado</li> <li>– Columbia</li> <li>– Rio Grande</li> </ul> </li> <li>• Other water features               <ul style="list-style-type: none"> <li>– Gulf of Mexico</li> <li>– Great Lakes</li> <li>– Arctic Ocean</li> <li>– Pacific Ocean</li> <li>– Atlantic Ocean</li> <li>– Hudson Bay</li> </ul> </li> <li>• Land forms               <ul style="list-style-type: none"> <li>– Aleutian Islands</li> <li>– Hawaiian archipelago</li> <li>– Appalachian Mountains</li> <li>– Pacific Coastal Ranges</li> <li>– Basin and Range</li> <li>– Rocky Mountains</li> <li>– Great Plains</li> <li>– Interior lowlands</li> <li>– Atlantic and Gulf coastal plains</li> <li>– Canadian Shield</li> <li>– Grand Canyon</li> </ul> </li> </ul>	<b>United States and Canada</b> <ul style="list-style-type: none"> <li>• Major exporters of technology, consumer goods, information systems, and foodstuffs</li> <li>• Highly developed infrastructures</li> <li>• Highly diversified economies</li> <li>• Rich supply of mineral, energy, and forest resources</li> <li>• North American Free Trade Agreement (NAFTA)</li> <li>• Multinational corporations</li> <li>• Center of world financial markets (New York Stock Exchange)</li> <li>• Sustained economic growth</li> <li>• Widening gap between rich and poor</li> <li>• Export of U.S. culture via the global marketplace (e.g., McDonald's, Coca Cola, music, blue jeans)</li> </ul>	<b>United States and Canada</b> <ul style="list-style-type: none"> <li>• Colonized by the Europeans</li> <li>• Multicultural societies</li> <li>• Increasingly diverse populations</li> <li>• High literacy rates</li> <li>• High standard of living</li> <li>• Highly urbanized</li> <li>• Canada's struggle to maintain a national identity</li> <li>• Highly mobile populations</li> <li>• World's longest unfortified border between the United States and Canada</li> <li>• Democratic forms of government</li> <li>• Arts that reflect the cultural heritage of multicultural societies</li> <li>• North Atlantic Treaty Organization (NATO)</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Toronto</li> <li>• Montreal</li> <li>• Ottawa</li> <li>• Quebec</li> <li>• Vancouver, British Columbia</li> <li>• Washington, D.C.</li> <li>• Chicago</li> <li>• New York City</li> <li>• Los Angeles</li> <li>• Houston</li> </ul>

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

<b>Countries</b>	<b>Physical Characteristics</b>	<b>Economic Characteristics</b>	<b>Cultural Characteristics</b>
	<ul style="list-style-type: none"><li>• Varied climate regions—Ranging from tundra in Alaska to tropical wet in Hawaii</li></ul>		<i>Cultural landscape</i> <ul style="list-style-type: none"><li>• U.S. Capitol building</li><li>• Golden Gate Bridge</li><li>• Independence Hall</li><li>• St. Louis Gateway Arch</li><li>• Wheat fields</li><li>• Skyscrapers, shopping malls</li><li>• Bilingual signs</li><li>• Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)</li></ul>



**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>North Africa and Southwest Asia (Middle East)</b>            Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> <li>• Kuwait</li> <li>• United Arab Emirates</li> <li>• Qatar</li> <li>• Israel</li> </ul> <p><i>Land Size</i></p> <ul style="list-style-type: none"> <li>• Algeria</li> <li>• Saudi Arabia</li> <li>• Libya</li> </ul> <p><i>Population</i></p> <ul style="list-style-type: none"> <li>• Iran</li> <li>• Turkey</li> <li>• Egypt</li> </ul>	<p><b>North Africa and Southwest Asia (Middle East)</b></p> <ul style="list-style-type: none"> <li>• Crossroads of Europe, Africa, and Asia</li> <li>• Desert and semiarid climates—Sahara, <i>sahel</i>, steppes</li> <li>• Mountains               <ul style="list-style-type: none"> <li>– Atlas</li> <li>– Taurus</li> <li>– Zagros</li> </ul> </li> <li>• Water Features               <ul style="list-style-type: none"> <li>– Mediterranean Sea</li> <li>– Red Sea</li> <li>– Black Sea</li> <li>– Arabian Sea</li> <li>– Persian/Arabian Gulf</li> <li>– Strait of Hormuz</li> <li>– Bosphorus Strait</li> <li>– Dardanelles Strait</li> <li>– Nile River</li> <li>– Tigris River</li> <li>– Euphrates River</li> <li>– Jordan River</li> </ul> </li> <li>• Seasonal flooding, alluvial soils, delta regions, oases, wadis</li> </ul>	<p><b>North Africa and Southwest Asia (Middle East)</b></p> <ul style="list-style-type: none"> <li>• Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)</li> <li>• Major producers of world's oil</li> <li>• Oil revenues—Positive and negative effects</li> <li>• Water—The region's most precious resource</li> <li>• Great variation in standard of living—Ranging from relatively high to poverty-stricken</li> <li>• Regional conflicts, political unrest that affects tourism</li> <li>• Aswan High Dam—Positive and negative effects</li> <li>• Suez Canal—Enhanced shipping routes in the region</li> <li>• Guest workers</li> <li>• Trade important to region from earliest time</li> <li>• Wide range of per capita income and levels of development</li> <li>• Contemporary trade routes (sea lanes)</li> <li>• Organization of Petroleum Exporting Countries (OPEC)</li> </ul>	<p><b>North Africa and Southwest Asia (Middle East)</b></p> <ul style="list-style-type: none"> <li>• Rapid urbanization</li> <li>• Modernization centered in urban areas while traditional life continues in rural areas</li> <li>• Large percentage of population under age 15</li> <li>• Population unevenly distributed</li> <li>• Arab countries and Arabic language</li> <li>• Non-Arab countries: Turkey, Iran, Israel</li> <li>• Birthplace of three major monotheistic religions—Judaism, Christianity, and Islam</li> <li>• Conflict over Palestine</li> <li>• Nomadic lifestyles</li> <li>• Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs)</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Baghdad</li> <li>• Cairo</li> <li>• Istanbul</li> <li>• Jerusalem</li> <li>• Mecca</li> <li>• Tehran</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<i>Cultural landscape</i> <ul style="list-style-type: none"><li>• Mosques, minarets</li><li>• Church of the Holy Sepulcher</li><li>• Hagia Sophia</li><li>• Bazaars, <i>sucs</i></li><li>• Western Wall</li><li>• Dome of the Rock</li><li>• Kaaba</li><li>• Pyramids</li><li>• Oil rigs</li><li>• Walled cities</li></ul>

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Sub-Saharan Africa</b> Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> <li>• South Africa</li> <li>• Gabon</li> <li>• Botswana</li> </ul> <p><i>Land Size</i></p> <ul style="list-style-type: none"> <li>• Democratic Republic of Congo</li> <li>• Sudan</li> <li>• Chad</li> <li>• Mozambique</li> <li>• Madagascar</li> </ul> <p><i>Population</i></p> <ul style="list-style-type: none"> <li>• Nigeria</li> <li>• Ethiopia</li> <li>• Democratic Republic of Congo</li> <li>• Tanzania</li> <li>• Kenya</li> </ul>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Continent composed of a huge plateau, escarpments</li> <li>• River transportation impeded by waterfalls and rapids</li> <li>• Location of equator through middle of region; similar climate patterns north and south of the equator</li> <li>• Smooth coastline; few harbors</li> <li>• Large number of landlocked states</li> <li>• Storehouse of mineral wealth</li> <li>• Limited fertility of rainforest soils</li> <li>• Kalahari and Namib Deserts</li> <li>• Bodies of water <ul style="list-style-type: none"> <li>– Nile River</li> <li>– Zambezi River</li> <li>– Niger River</li> <li>– Congo River</li> <li>– Atlantic Ocean</li> <li>– Indian Ocean</li> <li>– Red Sea</li> <li>– Lake Victoria</li> <li>– Lake Tanganyika</li> </ul> </li> <li>• Nature preserves and national parks</li> </ul>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Large percentage of population engaged in agriculture (primary activity)</li> <li>• Subsistence agriculture</li> <li>• Nomadic herding</li> <li>• Slash and burn agriculture</li> <li>• Plantation agriculture</li> <li>• Cash crops and food crops</li> <li>• Poorly developed infrastructure</li> <li>• Large number of landlocked states</li> <li>• Substantial mineral wealth (diamonds, gold, alloys)</li> <li>• Major exporters of raw materials</li> <li>• Wide range of per capita income</li> <li>• Productivity that lags behind population growth</li> <li>• Desertification</li> <li>• Demographics typical of developing economies <ul style="list-style-type: none"> <li>– Low per capita GDP</li> <li>– Low life expectancy</li> <li>– High population growth rate</li> <li>– High infant mortality</li> <li>– Large percentage of population under age 15</li> <li>– Low literacy rates</li> </ul> </li> </ul>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Uneven population distribution</li> <li>• Many ethnic groups—Languages, customs</li> <li>• Large numbers of refugees</li> <li>• Few cities with population over one million</li> <li>• Knowledge of history through oral tradition</li> <li>• Country names related to historical empires—Mali, Ghana, Zimbabwe</li> </ul> <p><i>Diversity of Africans reflected in cultural heritage</i></p> <ul style="list-style-type: none"> <li>• Masks</li> <li>• Sculpture</li> <li>• Dance</li> <li>• Music</li> <li>• Colorful dress</li> <li>• Jewelry</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Lagos</li> <li>• Dakar</li> <li>• Johannesburg</li> </ul>

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<i>Cultural landscape</i> <ul style="list-style-type: none"><li>• Markets</li><li>• Churches</li><li>• Mosques, minarets</li><li>• Villages</li><li>• Modern city cores</li></ul>

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Russia and Central Asia</b> Location of countries with particular emphasis on countries listed (determined by their per capita GDP, land size, and population)</p> <p><i>GDP</i></p> <ul style="list-style-type: none"> <li>Kazakhstan</li> <li>Russia</li> <li>Turkmenistan</li> </ul> <p><i>Land Size</i></p> <ul style="list-style-type: none"> <li>Russia</li> <li>Kazakhstan</li> <li>Turkmenistan</li> </ul> <p><i>Population</i></p> <ul style="list-style-type: none"> <li>Russia</li> <li>Kazakhstan</li> <li>Uzbekistan</li> </ul>	<p><b>Russia and Central Asia</b></p> <ul style="list-style-type: none"> <li>Vast land area—Spans two continents, Europe and Asia (covers 11 time zones)</li> <li>Vast areas of tundra, permafrost, taiga, and steppe</li> <li>Varied climate regions</li> <li>Black earth belt (rich <i>chernozem</i> soil)</li> <li>Mountains</li> <li>Caucasus</li> <li>Ural Mountains (divide Europe from Asia)</li> <li>Siberia (the sleeping land), located east of the Urals</li> <li>Major oil, natural gas, and mineral resources</li> <li>Water features <ul style="list-style-type: none"> <li>Volga River</li> <li>Ob River</li> <li>Amur River</li> <li>Lake Baikal</li> <li>Caspian Sea</li> <li>Aral Sea</li> <li>Bering Strait</li> <li>Pacific Ocean</li> <li>Arctic Ocean</li> </ul> </li> <li>Some rivers flow northward to the Arctic Ocean</li> </ul>	<p><b>Russia and Central Asia</b></p> <ul style="list-style-type: none"> <li>Transition from communist to free market economies</li> <li>Farming and industry concentrated in the Fertile Triangle region, rich, <i>chernozem</i> soils (wheat farming)</li> <li>Infrastructure—Trans-Siberian Railroad, systems of rivers and canals and railroads</li> <li>Energy resources—Hydroelectric power, oil and natural gas</li> <li>Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country</li> <li>Foreign competition for investment in the region (oil pipelines)</li> <li>Widespread pollution</li> <li>Shrinking of the Aral Sea</li> <li>Political and economic difficulties after the breakup of the Soviet Union</li> <li>Cotton production in Central Asia</li> </ul>	<p><b>Russia and Central Asia</b></p> <ul style="list-style-type: none"> <li>Diverse ethnic groups, customs and traditions (many of Turkic and Mongol heritage)</li> </ul> <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> <li>Ballet</li> <li>Fabergé eggs</li> <li>Music</li> <li>Icons</li> <li><i>Matrioshka</i> dolls</li> <li>Oriental carpets</li> <li>Samovars</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>Russian Orthodox churches</li> <li>St. Basil's Church</li> <li>Red Square</li> <li>Kremlin</li> <li>Mosques, minarets</li> <li>Siberian villages</li> <li>Soviet-style apartment blocks</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>Moscow</li> <li>St. Petersburg</li> <li>Novosibirsk</li> </ul>

# STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<b>South, Southeast, and East Asia</b> <i>South Asia</i> <ul style="list-style-type: none"> <li>Afghanistan</li> <li>Pakistan</li> <li>Nepal</li> <li>Bhutan</li> <li>Bangladesh</li> <li>India</li> <li>Sri Lanka</li> </ul> <i>Southeast Asia</i> <ul style="list-style-type: none"> <li>Philippines</li> <li>Indonesia</li> <li>Malaysia</li> <li>Thailand</li> <li>Cambodia</li> <li>Burma (Myanmar)</li> <li>Laos</li> <li>Vietnam</li> <li>Singapore</li> <li>Brunei</li> </ul> <i>East Asia</i> <ul style="list-style-type: none"> <li>Mongolia</li> <li>China (People's Republic of China)</li> <li>Japan</li> <li>Taiwan (Republic of China)</li> <li>North Korea</li> <li>South Korea</li> </ul>	<b>South, Southeast, and East Asia</b> <ul style="list-style-type: none"> <li>Influence of mountains—Population, settlements, movement, climate</li> <li>Mountains <ul style="list-style-type: none"> <li>Himalayas</li> <li>Western and Eastern Ghats</li> <li>Mount Fuji</li> </ul> </li> <li>Varied climate regions ranging from tropical wet to humid continental</li> <li>Natural hazards—Monsoons, typhoons, volcanoes, and earthquakes</li> <li>Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation</li> <li>Bodies of water <ul style="list-style-type: none"> <li>Arabian Sea</li> <li>Indian Ocean</li> <li>Bay of Bengal</li> <li>Ganges River</li> <li>Indus River</li> <li>Brahmaputra River</li> <li>Pacific Ocean</li> <li>Yangtze River (Chang Jiang)</li> <li>Mekong River</li> <li>Yellow River (Huang He)</li> </ul> </li> </ul>	<b>South, Southeast, and East Asia</b> <ul style="list-style-type: none"> <li>Varied economies in the region ranging from subsistence/commercial agriculture to high-tech industrial manufacturing</li> <li>Participation in global markets</li> <li>Newly industrialized countries—South Korea, Taiwan, Singapore</li> <li>Japan—Economic leader</li> <li>China in transition from a centrally planned economy</li> <li>Agricultural advancements and technology, enabling greater food production—"Green Revolution"</li> <li>Environmental degradation</li> <li>Deforestation</li> <li>Fishing</li> <li>ASEAN (Association of Southeast Asian Nations)</li> <li>Rice, tropical crops</li> </ul>	<b>South, Southeast, and East Asia</b> <ul style="list-style-type: none"> <li>Areas of extremely dense and sparse population</li> <li>Contrast between rural and urban areas</li> <li>Religious diversity—Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism</li> <li>Caste system in India</li> <li>Respect for ancestors</li> <li>Religious conflicts (Hindu/Muslim)</li> </ul> <i>Cultural heritage</i> <ul style="list-style-type: none"> <li>Silks</li> <li>Batik</li> <li>Wood and ivory carving</li> <li>Ideograms, unique alphabets</li> <li>Jewels</li> </ul> <i>Cities as centers of culture and trade</i> <ul style="list-style-type: none"> <li>Tokyo</li> <li>Beijing</li> <li>New Delhi</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<ul style="list-style-type: none"><li>• Abundant arable land</li><li>• Loess</li><li>• Plateau of Tibet</li><li>• Gobi Desert</li></ul>		<i>Cultural landscape</i> <ul style="list-style-type: none"><li>• Taj Mahal</li><li>• Angkor Wat</li><li>• Great Wall of China</li><li>• Floating markets</li><li>• Mosques, minarets</li><li>• Pagodas</li><li>• Temples and shrines</li><li>• Terraced rice fields</li></ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<b>Australia, Pacific Islands, and Antarctica</b> <ul style="list-style-type: none"> <li>Australia</li> <li>New Zealand</li> <li>Papua New Guinea</li> </ul>	<b>Australia, Pacific Islands, and Antarctica</b> <ul style="list-style-type: none"> <li>Wide range of vegetation, from tropical rain forests to desert scrub</li> <li>Australia mostly desert</li> <li>The Great Dividing Range</li> <li>The Great Barrier Reef</li> <li>Australia's isolation, resulting in unique animal life</li> <li>Antarctica, the world's coldest, driest, windiest continent; icecap</li> <li>Pacific islands—Volcanic, coral, or continental</li> </ul>	<b>Australia, Pacific Islands, and Antarctica</b> <ul style="list-style-type: none"> <li>Air and water travel that bring goods and services to remote areas</li> <li>Dry areas of Australia well suited to cattle and sheep ranching</li> <li>Upset of environmental balance, caused by the introduction of non-native plants and animals</li> <li>Ranching, mining (primary activities)</li> </ul>	<b>Australia, Pacific Islands, and Antarctica</b> <ul style="list-style-type: none"> <li>Pacific islands are sparsely populated.</li> <li>Most of Australia's population lives near the coast.</li> <li>Traditional culture continues to shape life in the Pacific islands.</li> <li>Lifestyles range from subsistence farming to modern city living.</li> <li>Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines).</li> <li>Antarctica has no permanent residents.</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>Canberra, A.C.T. (Australian Capital Territory)</li> <li>Sydney</li> <li>Melbourne</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>Sydney Opera House</li> <li>Cattle and sheep stations (Australia)</li> <li>Research stations (Antarctica)</li> <li>Thatched roof dwelling (Pacific islands)</li> </ul>



**STANDARD WG.5**

**The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>Population distribution is described according to location and density.</p> <p>Characteristics of human populations differ over time and from region to region.</p> <p>Population growth rates are influenced by human, environmental, economic, and political factors.</p>	<p>What human, environmental, economic, and political factors influence population distribution?</p> <p>What are some characteristics of human populations?</p> <p>How do human, environmental, economic, and political factors influence population growth rates?</p>	<p><b>Factors that influence population distribution</b></p> <ul style="list-style-type: none"><li>• Natural resources (oil, arable land, water)</li><li>• Climate (hot/cold; wet/dry)</li><li>• Economic development</li><li>• Government policy</li><li>• Rural/urban settlement</li><li>• Capital resources (transportation, technology)</li><li>• Conflicts (refugees)</li></ul> <p><b>Characteristics of human populations</b></p> <ul style="list-style-type: none"><li>• Birth and death rates</li><li>• Age distribution</li><li>• Male/female distribution</li><li>• Life expectancy</li><li>• Infant mortality</li><li>• Urban/rural</li><li>• GDP</li><li>• Ethnicity</li><li>• Language</li><li>• Religion</li><li>• Education</li></ul>	<p>Compare maps and make inferences.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p> <p>Interpret charts and graphs.</p> <p>Interpret population pyramids.</p> <p>Analyze data to determine patterns.</p>

**STANDARD WG.5 (continued)**

**The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<b>Factors that influence growth rates</b> <ul style="list-style-type: none"><li>• Modern medicine and hygiene</li><li>• Education</li><li>• Industrialization and urbanization</li><li>• Economic development</li><li>• Government policy</li><li>• Role of women in society</li></ul>	

**STANDARD WG.6**

**The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>Migrations occur because of social, political, and environmental factors.</p> <p>Migrations have influenced cultural landscapes.</p> <p>Modern transportation and communication are encouraging higher levels of cultural interaction worldwide.</p>	<p>How have social, economic, political, and environmental factors influenced migration?</p> <p>How has migration influenced cultural landscapes?</p> <p>How and why do improvements in transportation and communication technology lead to cultural interaction?</p>	<p><b>Push factors</b></p> <ul style="list-style-type: none"><li>• Overpopulation</li><li>• Religious persecution</li><li>• Lack of job opportunities</li><li>• Agricultural decline</li><li>• Conflict</li><li>• Political persecution</li><li>• Natural hazards—Droughts, floods, famines, volcanic eruptions</li><li>• Limits on personal freedom</li><li>• Environmental degradation</li></ul> <p><b>Pull factors</b></p> <ul style="list-style-type: none"><li>• Religion</li><li>• Economic opportunity</li><li>• Land availability</li><li>• Political freedom</li><li>• Ethnic and family ties</li><li>• Arable land</li></ul> <p><b>Impact of migrations on regions</b></p> <ul style="list-style-type: none"><li>• Language</li><li>• Religion and religious freedom</li><li>• Customs/traditions</li><li>• Cultural landscape</li></ul>	<p>Identify and interpret regional patterns on maps.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p>

**STANDARD WG.6 (continued)**

**The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
		<b>Evidence of cultural interaction</b> <ul style="list-style-type: none"><li>• Diffusion of U.S. culture to other regions</li><li>• Popularization of other cultures' traditions in the United States</li></ul>	

**STANDARD WG.7a**

The student will identify natural, human, and capital resources and explain their significance by

a) showing patterns of economic activity and land use.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Natural substances become resources if and when they become useful to humans.</p> <p>The value of resources has changed over time.</p> <p>Natural, human, and capital resources influence human activity in regions.</p> <p>Economic activity can be classified as primary, secondary, or tertiary.</p>	<p>How do human needs and availability of technology affect the value of natural resources?</p> <p>How has the value of resources changed over time?</p> <p>How do natural, human, and capital resources determine economic activity in regions?</p>	<p><b>Use of energy resources and technology (as it has changed over time)</b></p> <ul style="list-style-type: none"><li>• Wood (deforestation)</li><li>• Coal (pollution, mining problems, competition with oil and gas)</li><li>• Petroleum (transportation, environmental considerations)</li><li>• Nuclear (contamination/waste)</li><li>• Solar, wind (cost, aesthetics)</li></ul> <p><b>Natural resources</b></p> <ul style="list-style-type: none"><li>• Renewable—Soil, water, forests</li><li>• Nonrenewable—Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)</li></ul> <p><b>Human resources</b></p> <ul style="list-style-type: none"><li>• Level of education</li><li>• Skilled and unskilled laborers</li><li>• Entrepreneurial and managerial abilities</li></ul> <p><b>Capital resources</b></p> <ul style="list-style-type: none"><li>• Availability of money for investment</li><li>• Level of infrastructure</li><li>• Availability and use of tools, machines, and technologies</li></ul>	<p>Compare maps and globes and make inferences.</p> <p>Interpret regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about information.</p>

**STANDARD WG.7a (continued)**

The student will identify natural, human, and capital resources and explain their significance by

a) showing patterns of economic activity and land use.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are not distributed equally.</p> <p>The location of resources influences economic activity and patterns of land use.</p>	<p>What are some examples of primary, secondary, and tertiary economic activities?</p>	<p><b>Levels of economic activity</b></p> <ul style="list-style-type: none"><li>• Primary—Dealing directly with resources (fishing, farming, forestry, mining)</li><li>• Secondary—Manufacturing and processing (steel mills, automobile assembly, sawmills)</li><li>• Tertiary—Services (transportation, retail trade, informational technology services)</li></ul> <p><b>Effects of unequal distribution of resources</b></p> <ul style="list-style-type: none"><li>• Interdependence of nations/trade in goods, services, and capital resources</li><li>• Uneven economic development</li><li>• Energy producers and consumers</li><li>• Imperialism</li><li>• Conflict over control of resources</li></ul> <p><b>Patterns of land use</b></p> <ul style="list-style-type: none"><li>• Proximity of economic activity and natural resources: coal, steel; grain, cattle; fishing, ocean; hydro-electric power, aluminum smelting</li></ul>	<p>Gather, classify and interpret information.</p> <p>Analyze and evaluate information.</p> <p>Draw conclusions and make generalizations from data.</p> <p>Explain cause and effect relationships.</p> <p>Sequence information.</p>

**STANDARD WG.7a (continued)**

**The student will identify natural, human, and capital resources and explain their significance by**

**a) showing patterns of economic activity and land use.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"><li>Non-proximity of resources to economic activity: Japan—Limited natural resources, major manufacturing region; United Arab Emirates (UAE)—Oil, lack of industry</li></ul>	

**STANDARD WG.7b**

The student will identify natural, human, and capital resources and explain their significance by

b) evaluating perspectives and consequences regarding the use of resources.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The use of a resource depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.	<p>How and why do different cultures develop different perspectives on the use of resources?</p> <p>What are some costs and benefits in the use of resources?</p>	<p><b>Social and economic priorities that influence a culture's perspective on resources</b></p> <ul style="list-style-type: none"><li>• Economic development priorities</li><li>• Environmental conservation priorities</li><li>• Priorities of indigenous minorities</li></ul> <p><b>Examples of technologies that have created demand for particular resources</b></p> <ul style="list-style-type: none"><li>• Steam engine—Demand for coal</li><li>• Internal combustion engine (cars and trucks)—Demand for gasoline (petroleum)</li><li>• Computer chips—Demand for skilled labor</li></ul> <p><b>Costs</b></p> <ul style="list-style-type: none"><li>• Resource depletion</li><li>• Environmental degradation</li><li>• Health problems</li></ul> <p><b>Benefits</b></p> <ul style="list-style-type: none"><li>• Production of goods and services</li><li>• Employment opportunities</li><li>• Development of technologies</li></ul>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations from data.</p>



**STANDARD WG.8**

**The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
<p>Levels of economic development vary from country to country and from place to place within countries.</p> <p>Many criteria are used to assess the standard of living and quality of life.</p> <p>Resources and technology influence economic development and quality of life.</p>	<p>How and why does economic development vary from one part of the world to another?</p> <p>What factors influence the standards of living and quality of life?</p> <p>How do resources and technology influence economic development and quality of life?</p>	<p><b>Differences between developing and developed nations</b></p> <ul style="list-style-type: none"><li>• Access to natural resources</li><li>• Access to capital resources (investment in technology and infrastructure)</li><li>• Numbers and skills of human resources</li><li>• Levels of economic development</li><li>• Standards of living and quality of life</li><li>• Relationships between economic development and quality of life</li></ul> <p><b>Indicators of economic development</b></p> <ul style="list-style-type: none"><li>• Urban/rural ratio</li><li>• Labor force characteristics (primary, secondary, tertiary sectors)</li><li>• GDP per capita</li><li>• Educational achievement</li></ul>	<p>Explain charts comparing two or more concepts.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p> <p>Interpret population pyramids.</p>

**STANDARD WG.8 (continued)**

**The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
		<b>Indicators of standards of living and quality of life</b> <ul style="list-style-type: none"><li>• Population growth rate (natural increase)</li><li>• Population age distribution</li><li>• Literacy rate</li><li>• Life expectancy</li><li>• Infant mortality</li><li>• Percentage of urban population</li></ul>	

**STANDARD WG.9a**

The student will analyze the global patterns and networks of economic interdependence by

a) identifying criteria that influence economic activities.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are not equally distributed.</p> <p>Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.</p> <p>No country has all the resources it needs to survive and grow.</p>	<p>What are some criteria that influence economic activities?</p>	<p><b>Criteria that influence economic activity</b></p> <ul style="list-style-type: none"><li>• Access to human, natural, and capital resources<ul style="list-style-type: none"><li>– Skills of the work force</li><li>– Natural resources</li><li>– Access to new technologies</li><li>– Transportation and communication networks</li><li>– Availability of investment capital</li></ul></li><li>• Location and ability to exchange goods<ul style="list-style-type: none"><li>– Landlocked countries</li><li>– Coastal and island countries</li><li>– Proximity to shipping lanes</li><li>– Access to communication networks</li></ul></li><li>• Membership in political and economic alliances that provide access to markets—e.g., European Union (EU), North American Free Trade Agreement (NAFTA)</li></ul>	<p>Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p>

**STANDARD WG.9b**

The student will analyze the global patterns and networks of economic interdependence by

b) explaining comparative advantage and its relationship to international trade.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Resources are not distributed equally.</p> <p>No country has all the resources it needs to survive and grow.</p> <p>Nations participate in those economic activities compatible with their human, natural, and capital resources.</p> <p>International trade fosters interdependence.</p>	<p>What is comparative advantage?</p> <p>What are the effects of unequal distribution of resources?</p> <p>How do nations use their resources to engage in economic activities?</p> <p>Why do countries engage in trade?</p> <p>What is the relationship between comparative advantage and international trade?</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"><li>Comparative advantage: Countries will export goods and services that they can produce at lower relative costs than other countries.</li></ul> <p><b>Effects of unequal distribution of resources</b></p> <ul style="list-style-type: none"><li>Specialization in goods and services that a country can market for profit</li><li>Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)</li></ul> <p><b>Some countries' use of resources</b></p> <ul style="list-style-type: none"><li>Japan—Highly industrial nation despite limited natural resources</li><li>Russia—Numerous resources, many of which are not economically profitable to develop</li><li>United States—Diversified economy, abundant natural resources, specialized industries</li><li>Côte d'Ivoire—Limited natural resources, cash crops in exchange for manufactured goods</li><li>Switzerland—Limited natural resources, production of services on a global scale</li></ul>	<p>Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p>

**STANDARD WG.9b (continued)**

**The student will analyze the global patterns and networks of economic interdependence by**

**b) explaining comparative advantage and its relationship to international trade.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Reasons why countries engage in trade</b></p> <ul style="list-style-type: none"><li>• To import goods and services that they need</li><li>• To export goods and services that they can market for profit</li></ul> <p><b>Effects of comparative advantage on international trade</b></p> <ul style="list-style-type: none"><li>• Enables nations to produce goods and services that they can market for profit</li><li>• Influences development of industries (e.g., steel, aircraft, automobile, clothing)</li><li>• Supports specialization and efficient use of human resources</li></ul>	

**STANDARD WG.9c**

The student will analyze the global patterns and networks of economic interdependence by

c) describing ways that economic and social interactions have changed over time.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Economic, social, and therefore spatial relationships change over time.</p> <p>Improvements in transportation and communication have promoted globalization.</p>	<p>How have economic and social interactions changed over time?</p> <p>How do spatial patterns reflect economic and social change over time?</p> <p>How have improvements in transportation and communication promoted globalization?</p>	<p><b>Changes over time</b></p> <ul style="list-style-type: none"><li>• Industrial labor systems (e.g., cottage industry, factory, office, telecommunications)</li><li>• Migration from rural to urban areas</li><li>• Industrialized countries export labor-intensive work to developing nations</li><li>• Growth of trade alliances</li><li>• Growth of service (tertiary) industries</li><li>• Growth of financial services networks and international banks</li><li>• Internationalization of product assembly (e.g., vehicles, electronic equipment)</li><li>• Technology that allows instant communication among people in different countries</li><li>• Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service)</li><li>• Widespread marketing of products (e.g., Fuji film, Nike, United Colors of Benetton)</li></ul>	<p>Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p>

**STANDARD WG.9d**

The student will analyze the global patterns and networks of economic interdependence by

d) describing and evaluating the formation of economic unions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>As a global society, the world is increasingly interdependent.</p> <p>Economic interdependence fosters the formation of economic unions.</p>	<p>What are some examples of economic unions?</p> <p>What are the advantages and disadvantages of economic unions?</p>	<p><b>Examples of economic unions</b></p> <ul style="list-style-type: none"><li>• EU—European Union</li><li>• NAFTA—North American Free Trade Agreement</li><li>• ASEAN—Association of Southeast Asian Nations</li><li>• OPEC—Organization of Petroleum Exporting Countries</li></ul> <p><b>Advantages of economic unions</b></p> <ul style="list-style-type: none"><li>• More efficient industries</li><li>• Access to larger markets</li><li>• Access to natural, human, and capital resources without restrictions</li><li>• Greater influence on world market</li></ul> <p><b>Disadvantages of economic unions</b></p> <ul style="list-style-type: none"><li>• Closing of some industries</li><li>• Concentration of some industries in certain countries, leaving peripheral areas behind</li><li>• Agribusiness replacing family farms</li><li>• Difficulty in agreeing on common economic policies</li></ul>	<p>Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p>

**STANDARD WG.10a**

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by

a) explaining and analyzing reasons for the different spatial divisions at the local and regional levels.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Divisions are regions of the Earth's surface over which groups of people establish social, economic, and political control.</p> <p>Spatial divisions may generate conflict.</p> <p>Spatial divisions may generate cooperation.</p>	<p>What are some examples of spatial divisions at the local and regional levels?</p> <p>What are some reasons for spatial divisions at the local and regional levels?</p> <p>How do spatial divisions generate conflict?</p> <p>Why do spatial divisions cooperate?</p>	<p><b>Examples of spatial divisions</b></p> <ul style="list-style-type: none"><li>• Neighborhoods</li><li>• Election districts</li><li>• School districts</li><li>• Regional districts (e.g., bus lines, waste disposal, conservation districts, planning districts, area code zones)</li><li>• Cities</li><li>• Counties</li><li>• States</li></ul> <p><b>Reasons for spatial divisions</b></p> <ul style="list-style-type: none"><li>• Desire for government closer to home</li><li>• Need to solve local problems</li><li>• Need to administer resources more efficiently</li></ul> <p><b>Reasons for conflict</b></p> <ul style="list-style-type: none"><li>• Boundary disputes</li><li>• Cultural differences</li><li>• Economic differences</li><li>• Competition for scarce resources</li><li>• Political advantages (e.g., gerrymandering)</li></ul>	<p>Compare maps and make inferences.</p> <p>Identify regional patterns.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Participate in problem solving.</p>



**STANDARD WG.10a (continued)**

**The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by**

**a) explaining and analyzing reasons for the different spatial divisions at the local and regional levels.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
		<b>Reasons for cooperation</b> <ul style="list-style-type: none"><li>• Natural disasters</li><li>• Economic advantages (attract new businesses)</li><li>• Cultural similarities, ethnic neighborhoods</li><li>• Addressing regional issues (e.g., waste management, magnet schools, transportation)</li></ul>	

**STANDARD WG.10b, c**

**The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by**

**b) explaining and analyzing reasons for the different spatial divisions at the national and international levels;**

**c) analyzing ways cooperation occurs to solve problems and settle disputes.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Divisions are regions of the Earth's surface over which groups of people establish social, economic, and political control.</p> <p>Spatial divisions may generate conflict.</p> <p>Cooperation may eliminate the need for the division and control of the Earth's surface.</p>	<p>What are some examples of spatial divisions at the national and international levels?</p> <p>What are some reasons for spatial divisions at the local and regional levels?</p> <p>How do spatial divisions generate conflict?</p> <p>How do spatial divisions cooperate to solve problems and settle disputes?</p>	<p><b>Examples of spatial divisions</b></p> <ul style="list-style-type: none"> <li>• Countries</li> <li>• Alliances: economic and political <ul style="list-style-type: none"> <li>– North Atlantic Treaty Organization (NATO)</li> <li>– European Union (EU)</li> <li>– Organization of Petroleum Exporting Countries (OPEC)</li> <li>– North American Free Trade Agreement (NAFTA)</li> <li>– Commonwealth of Nations</li> <li>– United Nations</li> <li>– Red Cross/Red Crescent</li> <li>– Organization of American States (OAS)</li> <li>– League of Arab States</li> <li>– Association of Southeast Asian Nations (ASEAN)</li> <li>– African Union (AU)</li> </ul> </li> </ul> <p><b>Reasons for spatial divisions</b></p> <ul style="list-style-type: none"> <li>• Differences in culture, language, religion</li> <li>• Retention of historical boundaries</li> <li>• Imperial conquest and control</li> <li>• Economic similarities and differences</li> </ul>	<p>Compare maps and make inferences.</p> <p>Identify regional patterns.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause and effect relationships.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Participate in problem solving.</p>

**STANDARD WG.10b, c (continued)**

**The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by**

- b) explaining and analyzing reasons for the different spatial divisions at the national and international levels;**
- c) analyzing ways cooperation occurs to solve problems and settle disputes.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Reasons for conflict</b></p> <ul style="list-style-type: none"><li>• Boundary and territorial disputes (Syria/Israel, Western Sahara/Morocco, China/Taiwan, India/Pakistan, Iraq/Kuwait)</li><li>• Cultural differences (language, religion)<ul style="list-style-type: none"><li>– Indonesia</li><li>– Canada (Quebec)</li><li>– Ireland</li><li>– Sudan</li></ul></li><li>• Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)</li><li>• Ethnic differences<ul style="list-style-type: none"><li>– Balkans</li><li>– Cyprus</li><li>– Rwanda and Burundi</li><li>– Kashmir</li></ul></li><li>• Nationalism</li></ul>	

**STANDARD WG.10b, c (continued)**

**The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by**

**b) explaining and analyzing the different spatial divisions at the national and international levels.**

**c) analyzing ways cooperation occurs to solve problems and settle disputes.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<p><b>Examples of cooperation</b></p> <ul style="list-style-type: none"><li>• Humanitarian initiatives—e.g., Red Cross/Red Crescent</li><li>• Economic alliances—e.g., Law of Sea, China and United States, multinational corporations, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC)</li><li>• Cultural alliances—e.g., Francophone world, Commonwealth of Nations</li><li>• Military alliances—e.g., North Atlantic Treaty Organization (NATO)</li><li>• Problem-solving alliances—e.g., Antarctica Treaty, United Nations (UN) peacekeepers</li><li>• Programs to promote international understanding—e.g., Peace Corps</li><li>• Alliances for environmental preservation</li><li>• Foreign aid</li></ul>	

**STANDARD WG.11a**

The student will analyze the patterns of urban development by

a) applying the concepts of site and situation to major cities in each region.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Site and situation are important geographic concepts when studying the growth of cities.</p> <p>Patterns of urban development occur according to site and situation.</p>	<p>What is meant by site?</p> <p>What is meant by situation?</p> <p>In what ways may site and/or situation affect urban development?</p>	<p>Site is the actual location of a city.</p> <p><b>Examples of site (local characteristics)</b></p> <ul style="list-style-type: none"><li>• Harbor sites: New York City; Alexandria, Egypt; Istanbul, Turkey</li><li>• Island sites: Paris (originally located on an island in the Seine River), Hong Kong, Singapore</li><li>• Fall line sites: Richmond, Virginia</li><li>• Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania</li><li>• Hilltop sites: Rome, Athens, Jerusalem</li><li>• Oasis sites: Damascus, Syria</li><li>• Sites where rivers narrow: London, Quebec City</li></ul> <p>Situation is another name for relative location—the location of a city with respect to other geographic features, regions, resources, and transport routes.</p> <p><b>Examples of situation (regional/global connections)</b></p> <ul style="list-style-type: none"><li>• Baghdad—Command of land between the Tigris and Euphrates rivers</li></ul>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about information.</p> <p>Explain cause and effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Locate area on maps and globes.</p> <p>Sequence events.</p>

**STANDARD WG.11a (continued)**

**The student will analyze the patterns of urban development by**

**a) applying the concepts of site and situation to major cities in each region.**

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		<ul style="list-style-type: none"><li>• Istanbul—Command of straits and land bridge to Europe</li><li>• Mecca, Saudi Arabia; Varanasi (Benares), India—Focal point of pilgrimage</li><li>• Samarkand, Uzbekistan; Xi'an, China; Timbuktu, Mali; Singapore—Cities that grew up around trade routes (the Silk Road; Trans-Sahara trade; maritime trade)</li><li>• Capetown, South Africa—Supply station for ships</li><li>• Omaha, Nebraska; Sacramento, California—Cities that grew up along the U.S. Transcontinental Railroad</li><li>• Novosibirsk, Vladivostok—Cities that grew up along the Trans-Siberian Railroad</li></ul>	

**STANDARD WG.11b**

The student will analyze the patterns of urban development by

b) explaining how the functions of towns and cities have changed over time.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The functions of towns and cities change over time.	<p>What are the functions of towns and cities?</p> <p>How have functions of towns and cities changed over time?</p>	<p><b>Functions of towns and cities</b></p> <ul style="list-style-type: none"><li>• Security, defense</li><li>• Religious centers</li><li>• Trade centers (local and long distance)</li><li>• Government administration</li><li>• Manufacturing centers</li><li>• Service centers</li></ul> <p><b>Examples of changes in cities' functions over time</b></p> <ul style="list-style-type: none"><li>• Rio de Janeiro—Move of Brazil's capital city from Rio de Janeiro to Brasilia</li><li>• Pittsburgh, Pennsylvania—Early function connected to defense, then became steel manufacturing center, later shifted to diverse services (financial, light manufacturing)</li><li>• New York City—Changes in trade patterns, coastal and transatlantic trade, trade from Great Lakes via Erie Canal, worldwide trade and finances</li><li>• Mining towns, “ghost” towns—Resource depletion, changes in the environment</li></ul>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about information.</p> <p>Explain cause and effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Locate places on maps and globes.</p>

**STANDARD WG.11c**

The student will analyze the patterns of urban development by

c) describing the unique influence of urban areas and some challenges they face.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
<p>Urban populations exercise a powerful influence in shaping the world's cultural, political, and economic ideas and systems.</p> <p>Urban development may lead to problems related to human mobility, social structure, and the environment.</p>	<p>How do urban areas influence the world's cultural, political, and economic ideas and systems?</p> <p>What are some urban problems that may occur as a result of development?</p>	<p><b>Influences of urban areas on their regions and countries</b></p> <ul style="list-style-type: none"><li>• Nation-building (monuments, symbols)</li><li>• Transportation/communication hubs</li><li>• Magnets for migration</li><li>• Seed beds of new ideas and technologies</li><li>• Diversity, leading to creativity in the arts</li><li>• Universities, educational opportunities</li><li>• Corporate headquarters/regional offices</li><li>• Media centers (news, entertainment)</li></ul> <p><b>Problems associated with growth of urban areas</b></p> <ul style="list-style-type: none"><li>• Transportation problems emerge, especially as automobile travel increases.</li><li>• Rich and poor neighborhoods exist in different areas isolated from one another.</li></ul>	<p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make generalizations about data.</p> <p>Explain cause and effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Locate places on maps and globes.</p>



**STANDARD WG.11c (continued)**

**The student will analyze the patterns of urban development by**

**c) describing the unique influence of urban areas and some challenges they face.**

<b>Essential Understandings</b>	<b>Essential Questions</b>	<b>Essential Knowledge</b>	<b>Essential Skills</b>
		<ul style="list-style-type: none"><li>• Providing essential services (fresh water, sewage, disposal, electricity, schools, clinics) becomes a problem.</li><li>• Air, water, and noise pollution increase.</li><li>• Sprawl results in conversion of agricultural land to urban uses, especially in North America.</li><li>• Rapid immigration results in “shantytowns” on the edges of cities in Latin America, Africa, and Asia.</li><li>• In developing countries, major cities are more connected to regions outside the country than to regions within the country.</li></ul>	

**STANDARD WG.12a**

The student will apply geography to interpret the past, understand the present, and plan for the future by

a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
An understanding of the practical applications of geography enables students to be informed, active citizens in their communities.	What are some practical applications of geography?	<b>Geographic applications at local and regional levels</b> <ul style="list-style-type: none"><li>• Recycling programs</li><li>• Conversion of land from agricultural use</li><li>• Water sources (e.g., dams, reservoirs, wells, pipelines, ocean)</li><li>• Airport expansion</li><li>• Air quality</li><li>• Boundaries (e.g., school zones)</li><li>• Bicycle paths</li><li>• Mass transit</li><li>• City planning and zoning laws</li><li>• Energy use</li><li>• Location and size of public buildings (e.g., schools, recreation centers, hospitals, and libraries)</li><li>• Selection of locations for new stores and businesses</li></ul>	Organize and interpret information.  Use maps and other geographic resources to obtain information and draw conclusions.  Participate in problem solving and decision making.

**STANDARD WG.12b**

The student will apply geography to interpret the past, understand the present, and plan for the future by

b) relating current events to the physical and human characteristics of places and regions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Current events are shaped by the physical and human characteristics of the places and regions where they occur.	How are current events connected to the geographical characteristics of places and regions?	<b>Geographic relationships</b> <ul style="list-style-type: none"><li>• How physical characteristics influence current events<ul style="list-style-type: none"><li>– Natural hazards (e.g, flooding, earthquakes, volcanoes, drought)</li><li>– Climate, vegetation</li></ul></li><li>• How human characteristics influence current events<ul style="list-style-type: none"><li>– Population distribution</li><li>– Geographic patterns of ethnic diversity</li><li>– A sense of place (emotional attachment to specific locations)</li><li>– Geographic patterns of trade and interdependence (e.g., oil)</li><li>– Geographic patterns of wealth and poverty (developed and developing nations)</li></ul></li></ul>	Compare maps and make inferences.  Identify and interpret regional patterns on maps.  Identify primary ideas expressed in graphic data.  Gather, classify, and interpret information.  Draw conclusions and make generalizations about data.  Examine cause and effect relationships.